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ABSTRACT

Designed to expose teachers of Asian populations to innovative teaching techniques and to help them develop teaching skills and a deeper cross-cultural awareness and appreciation of Asian cultures, a 2-week institute covered skills in teaching English as a second language and aspects of Asian culture and language that significantly affect language learning process. The English as a second language component used training materials that were self-instructional and self-pacing, with learning being highly individualized. Participants also met in small groups with a master teacher and were involved in micro-teaching (trying out new techniques with small groups of actual students, and being video taped). The Asia studies component consisted of linguistic and cultural segments, which included four evening cultural programs in which participants experienced concrete examples of oriental culture, and lectures, discussion, and other programs on contrastive linguistics, which introduced the Chinese language and the Cantonese dialect. Participants received additional training in the teaching of English as a second language and in the area of cross-cultural communication, through role play activities. A series of slide tape teacher training packages and a film on nonverbal communication were produced as a result of the program. (NL)

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ED138748

TEACHER TRAINING INSTITUTE

FOR ADULT BASIC EDUCATION TEACHERS

SERVING ASIAN POPULATIONS

Office of Education Grant Number OEG-0-71-4400(323)
Adult Education Act, Section 309

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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ABSTRACT

The Teacher Training Institute for Adult Basic Education Teachers Serving Asian Populations exposed teachers to innovative teaching techniques, and helped them develop a deeper cross-cultural awareness and appreciation of Asian cultures.

The 2-week institute consisted of two related components. Teachers spent half their time studying in the English as a second language component and the other half in the Asian studies component.

The English as a second language component used training materials that were self-instructional and self-pacing, and learning was highly individualized. Participants spent 1½ hours each day studying these materials in a learning laboratory. The self-instructional materials had been previously prepared by the Institute of Modern Languages of Washington, D. C., under contract to the Bureau of Basic Continuing Education. The institute represented the first field test of this new training course.

In addition to the self-instructional training course, participants had access to a variety of English as a second language training materials to meet special needs. Institute personnel provided assistance to participants as needed, and directed them to materials most appropriate to their individual needs.

Each participant also met in a small group session each day with a master teacher. During the first week, these groups discussed basic concepts of language learning and teaching. Depending upon ability level, some groups engaged in practice teaching by the end of the first week.

Films and video tapes were used as models to illustrate teaching techniques. During the second week, all teachers were actively involved in micro-teaching.

The micro-teaching consisted of teachers trying out new techniques with small groups of actual students, and being video taped. Because the groups of students taught were small and the lessons brief, teachers could focus on specific techniques in a controlled environment. Each teacher's lesson was played back immediately, viewed and critiqued. The teacher then made desired changes and immediately retaught the lesson to another group of students, when he again was video taped and critiqued.

The Asian studies component included linguistic and cultural segments. This phase of the institute included four evening cultural programs. The linguistic component of the program was designed to introduce the Chinese language to participants, and to compare Chinese with English. Every participant attended a 1-week lecture and discussion program on contrastive linguistics. They also attended a 1-week program on the Chinese language, and the participants were introduced to the Cantonese dialect. This "shock language" approach helped teachers understand the difficulties their students had in learning a new language vastly different from their native tongue.

The cultural component dealt with the historical, philosophical, psychological and sociological aspects of oriental culture. This phase of the institute included four cultural programs offered as evening activities. Concrete examples of oriental culture were experienced by participants during these four activities.

A followup weekend program was held approximately four months after the summer institute. Participants were given additional training in

the teaching of English as a second language. In the area of cross-cultural communication, participants explored nonverbal communication and participated in role play activities.

As a followup to both the summer institute and the weekend program, a series of slide and tape teacher training packages and a film on nonverbal communication were produced.

PURPOSE OF THE PROJECT

The Teacher Training Institute for Adult Basic Education Teachers Serving Asian Populations was designed to impart teaching skills. It covered skills in teaching English as a second language and aspects of Asian culture and language that significantly affect the language learning process.

At the time the institute was proposed, there were 13,795 oriental adults reported as attending adult basic education classes nationwide. This was approximately 3 percent of the nationwide student population.

In Federal Regions I-V (the regions covered by the institute), there were 1,304 oriental adults enrolled in adult basic programs. This constituted only .5 percent of the adult student population in these five regions.

The planners of the institute hypothesized that one of the reasons there were not more oriental adults in adult basic education programs in these regions was that special knowledge about this population and techniques for serving it most effectively were not widely available.

Thus, the purpose of the institute was to provide this knowledge and these techniques so that this special population could be more effectively served. To do this, the institute proposed to reach two primary goals.

1. To change teacher behavior in the teaching of English as a second language and to statistically measure this change in behavior.

2. To change teacher behavior as it relates to attitudes toward Asian adults and to increase knowledge of cultural and linguistic factors that affect the learning of English by this population.

The planners of the institute hoped that it would make a significant contribution toward effectively serving Asian adults in adult basic education programs. It was felt that the institute could produce a body of teachers with specialized skills in dealing with this population. In addition, the planners proposed to produce and disseminate several publications that would serve as a continuing resource in this specialized area of teaching.

ACTIVITIES

Overview of Institute

The Teacher Training Institute for Adult Basic Education Teachers Serving Asian Populations was held at Pace College in New York City, August 9-20, 1971. The institute was conducted by the Bureau of Basic Continuing Education of the New York State Education Department.

Seventy-six teachers, 80 percent of whom came from the New York Metropolitan area, attended the institute. The teachers from outside the New York Metropolitan area came from various states east of the Mississippi River. Of the participants, 45 percent were themselves Asian. A questionnaire filled in by the participants prior to the institute indicated that they had very diversified backgrounds and varied needs.

The institute consisted of an English as a second language component and an Asian studies component.

The English as a second language component was based on an individualized, self-instructional training program that was studied in a learning laboratory setting. Participants also engaged in small group discussions and practice teaching. Those determined by their performance to be more advanced attended an enrichment program at the Institute for Modern Languages, where they were given the opportunity to learn the "situational reinforcement" method of language teaching developed by the Institute of Modern Languages.

The Asian studies component consisted of linguistic and cultural segments. Four evening programs, designed to introduce the participants to Asian cultural patterns, complemented this part of the institute program.

Each participant attended four 1½-hour sessions per day. Two dealt with teaching English as a second language and two with Asian studies. In addition to these four sessions, demonstration lessons and films were scheduled in the late afternoon.

English as a Second Language Component

The purpose of this component was to improve the participants skills in the teaching of English as a second language and to measure these improvements.

The Bureau of Basic Continuing Education's experience attempting to systematize and individualize inservice training programs was the basis for the design of this component. The Bureau believed that the following elements should be present in any training design:

1. Objectives (stated in terms of the terminal behavior desired of participants)
2. Diagnosis (to determine which participants actually need help in reaching each objective)
3. Measurement (of the training program's effectiveness)

These elements were built into the English as a second language component in the following ways:

Objectives

1. The self-instructional teacher training materials used were based on behavioral objectives.

2. Each group leader had a list of behavioral objectives to guide the micro-teaching activities.

Diagnosis

3. Each participant was given a pretest for each section of the self-instructional materials and studied only those sections appropriate to his or her specific needs.
4. A brief diagnostic questionnaire to determine the level of specialized teaching skills was completed by participants prior to the institute. The survey results were used to place participants in small groups.

Measurement

5. Each participant was given a posttest upon completing each section of the self-instructional materials.
6. Each group leader filled in a behavioral checklist for each participant in his or her group.
7. Within 6 months of the completion of the institute, selected participants were observed teaching their own classes.

Learning Laboratory

The purpose of the learning laboratory was to allow the participants to study about teaching techniques on an individualized basis, taking into account their individual needs and learning rates. The laboratory operated 6 hours per day and handled approximately 17 participants during each of its four 1½-hour periods.

At the beginning of the institute, participants were introduced to the self-instructional training materials that were to be used in the learning laboratory. The pretesting and posttesting format was explained and participants were informed that the function of the tests was to determine which sections of the training materials they should study. These self-instructional materials had been previously prepared by the Bureau of Basic Continuing Education under a U.S. Office of Education special project grant. The institute presented the first opportunity to field test these materials. The reaction of the participants to the training materials was very favorable (86 percent gave very positive or positive responses on a questionnaire).

Though this self-instructional training course was the core program used for independent study, participants had access to a variety of other training materials, including films, to help them with special problems and needs.

The learning laboratory staff provided assistance to participants as needed and directed them to materials most appropriate to meet their individual needs. Each participant was also asked to specify the materials he or she found to be of greatest value.

Small Groups and Micro-Teaching

Each participant was placed in a small group with a master teacher. Each small group spent 1½ hours per day with its group leader. Since groups consisted of four or five participants, it was possible for each teacher to participate actively in each session.

During the first week, the groups discussed basic concepts of language learning and teaching. Depending upon ability level, some groups were involved in practice teaching by the end of the first week. Films and video tapes were used to illustrate new teaching techniques.

During the second week of the institute, all teachers were actively involved in micro-teaching. Micro-teaching is a training method through which teachers try out teaching techniques with a small group of actual students. Because the group of students was small and the lessons to be taught were brief, the teachers could focus on specific techniques in a controlled environment. As each teacher tried out a particular technique with the students, his or her performance was video taped. Upon completing this activity, the video tape of the lesson was played back immediately so the teacher could view his or her performance. The teacher, his or her fellow teachers, and the master teacher discussed the short lesson. If necessary, the teacher again taught the lesson using the newly-learned technique with the students and was again video taped and critiqued. To implement the micro-teaching, each master teacher was assigned approximately five Chinese adult students, a video tape recorder and a video tape machine operator.

Participants and staff alike felt that micro-teaching was an effective learning tool. In an evaluation survey at the close of the institute, 60 percent of the participants judged it the most valuable activity in the English as a second language component. Micro-teaching was also most frequently mentioned when participants were asked what they would have included in a third week's activities, if the institute could have been a

week longer. In addition, the behavorial checklists completed by the master teachers indicated that participants reached most of the objectives set for the institute.

Asian Studies Component

The goal of both the cultural and linguistic segments of the Asian studies component was to provide participants with specific information concerning the Chinese way of life and language in direct contrast with corresponding patterns of American culture and language. The intention was to produce positive attitudinal changes in the participants toward Chinese people and culture and to enable them to improve their instructional effectiveness as teachers of Asian adults.

In more specific and behavioral terms, the Asian studies component was organized around the following objective:

> Given 30 hours of combined theory-practice instruction in the psycholinguistic and sociocultural aspects of teaching and learning English as a second language, 90 percent of institute participants will achieve a minimal score of 75 percent correct on all final tests administered by the Asian studies component team.

For each topic covered in the Asian studies components, additional specific objectives were developed. These objectives are included as an appendix to this report.

The Asian studies component was divided into linguistic and cultural segments.

In the linguistic segment the participants were exposed directly to the problems of second language learning by themselves beginning to learn Cantonese. This "shock language" approach helped teachers understand the difficulties their Chinese-speaking students have learning a new language vastly different from their native tongue. Participants also studied contrastive linguistics, and especially examined contrasts between Mandarin and English.

In the cultural segment participants were given a broad perspective on the Chinese tradition and the effects upon it of Communism and Western influence. Problems of ethnocentrism and cultural conflicts were presented and discussed with institute participants in an attempt to eliminate cultural misconceptions and stereotypes held by native-born individuals concerning their own and other cultures.

The cultural segment also included the following four special evening programs:

1. An introduction to Cantonese cuisine
2. A Chinese film
3. Chinese classical ballet and folk songs
4. An introduction to Shanghai cuisine

In order to measure the effectiveness of the Asian studies component, tests of basic subject matter content were given at the end of the institute, a reaction survey on activities was administered, and pretests

and posttests were administered to identify changes in stereotype ethnocentric attitudes.

On the basis of the participants' reactions, comments, test and survey results, it was determined that the inclusion of the Asian studies component complemented and enhanced the English as a second language component by providing participants with a bicultural viewpoint.

Followup Program

In September 1971, a questionnaire was sent to all participants of the summer institute. The information obtained from this instrument was used to plan a followup workshop which was held on December 3-5, 1971. Invitations were sent to the 45 participants who indicated that they were then teaching English as a second language to adults. Personal visits by the master teachers to selected participants' classes during November played an important role in planning the followup program.

The followup program was held at Pace College and was attended by 41 teachers plus approximately 10 interested teachers who had not attended the summer institute. The program consisted of 9 hours of further training in teaching techniques and 6 hours of further experience with oriental culture.

For the weekend program, the participants were placed in four new groupings. This placement was determined by three factors:

1. Performance at the summer institute
2. Performance as observed in followup visitations to selected participants' classes

3. The instructional materials being used by each teacher in his or her class

Teachers using audiolingual teaching materials who still needed intensive work in teaching dialogues and the effective use of oral drills were placed in one of two groups entitled "Developing a Lesson Around a Dialogue." The participants in these two groups remained with their master teachers throughout the weekend except for one elective period.

Teachers using audiolingual teaching materials, but exhibiting a higher level of teaching proficiency, were placed in the group entitled "Progression and Sequence." This group concerned itself with ways of evaluating materials and adapting and using them most effectively.

Teachers using situational reinforcement materials and methodology were placed in the special situational reinforcement method group.

Teachers in these last two groups were allowed three elective periods during the course of the weekend.

The following elective courses were offered during the weekend: Oral Placement and Achievement Testing, The Microwave Approach, Using pictures and Realia, Language Teaching Games, Paragraph Development and Written Reinforcement of Aural-Oral Skills.

Followup activities in the area of culture were organized and implemented by Academic Resources, Inc., with staff members who had been involved in the initial institute.

The activities of the cultural component were designed to reinforce and extend the participants' understanding of cultural differences in the thoughts, feelings and actions of Chinese and Americans. It was established

that Chinese immigrants may be expected to bring to this country an amalgam of traditional ways tinged with Maoist ideology. It was pointed out that there were many reasons for leaving one's own country ranging from disagreement with governmental policies to inability to find work. Teachers in adult education programs were urged to anticipate misunderstandings concerning American culture and to integrate cultural awareness with language teaching.

Participants explored the effectiveness of nonverbal cues in communicating meaning based upon a common store of cultural conditioning. A Charlie Chaplin film enticled "The Immigrant" was shown for the purpose of identifying and analyzing facial and body gestures as carriers of meanings. Participants were led to the conclusion that language represents only one level of human expression - the overt level - which may then be enhanced, modified or even negated by the unconscious use of nonverbal signals.

An evening performance provided examples of nonverbal communication through the aesthetic experiences of Chinese music, songs and dances interpreted by native artists. Presentations ranged from ancient drama and folk art to modern Chinese-American songs. The commentary stressed the importance of stylized gestures and costumes in the traditional story-telling of ancient Chinese drama and legends.

Cross-cultural role-playing activities provided an opportunity to involve the participants directly in cultural problem-solving experiences based on situations they might face at a later date. The following three situations were utilized:

Situation 1: A Chinese student approaches an American teacher after class to tell her that he

has been fired by his employer because of his "immigration status" and he does not understand it.

Situation 2: An American teacher has discovered that one of his Chinese pupils has a musical talent. He wants to arrange for a scholarship for the boy and he asks the parents to come to school for a conference.

Situation 3: An American couple is invited by a Chinese couple to have tea at their house on Sunday afternoon at 4 o'clock.

Participants were separated according to their cultural background. Chinese participants were asked to assume the role of the American, and American participants were asked to take the role of the Chinese individual in each situation. After role-playing, everyone participated in a discussion of cultural errors made by the players which culminated in an analysis of conflicting reactions and misunderstandings likely to arise from these errors. It was concluded that an attitude of inquiry and suspended judgment would be advisable in the handling of intercultural situations until one could identify and interpret accurately all of the factors operating in each situation.

OUTCOMES

The summer institute and its followup weekend program served as the trial ground for several new approaches to teacher training that were later instituted on a wider scale.

Training Module and Film on Culture

The cultural components of the summer institute and the followup program were prepared and conducted by Academic Resources, Inc., under the direction of Eliane C. Condon. The Bureau of Basic Continuing Education, as a result of these two programs, concluded that training in cultural awareness and understanding should be a regular part of preservice and in-service training efforts.

Under a companion U.S. Office of Education Grant (No. OEG-0-70-4560(324)), the Bureau commissioned Eliane Condon to prepare a self-instructional training module on culture. In November 1973, the module was completed. It was then decided to include this module as a unit of instruction in the Bureau's final published version of the course, Teaching English as a Second Language: A Self-Instructional Course.

With funds from the Teacher Training Institute grant, the Bureau entered into a contract with the Erie County Board of Cooperative Educational Services #1 to produce a 16mm film on nonverbal communication. Eliane Condon wrote the script for the film, which was entitled "Nonverbal Communication - Cultural Factors in Day-to-Day Interaction." Again, the Bureau's awareness of the importance of nonverbal communication stemmed from the operation of the cultural components.

Teacher Training Slide and Tape Packages

Utilizing funds from the Teacher Training Institute grant, the Bureau contracted with the Erie County Board of Cooperative Educational Services #1 to produce four slide and tape training packages and one training booklet. The topics on which the packages and booklet were developed were ones which had emerged as concerns and needs in the course of the institute and its followup program.

The titles of the materials produced are the following:

1. "Placement Testing in an English as a Second Language Program for Adults" (slides, tape and workbook)
2. "Picture Cues in the English as a Second Language Classroom" (slides and tape)
3. "Teaching Adults to Communicate in a New Language" (slides and tape)
4. "An Individualized Approach to English as a Second Language" (slides and tape)
5. "Simplifying Dialogues" (booklet)

Field Test of Self-Instructional Training Materials

The self-instructional teacher training materials prepared by the Bureau under U.S. Office of Education Grant No. OEG-0-70-4560(324) were first used at the summer institute. At the time the institute was held, two of the five projected units had been developed and were available for field testing.

Institute participants used these training materials as a regular part of their study at the institute. A learning laboratory with individual study positions and cassette tape recorders was set up at Pace College. Each institute participant spent 1½ hours per day in the learning laboratory.

The Bureau observed the use of the self-instructional training materials in the learning laboratory setting with great interest. Bureau staff were pleased to note the positive response of institute participants to the materials.

A questionnaire administered to participants revealed the following information:

Reaction to Materials

Very positive	38 responses
Positive	18 responses
Generally positive with some negative comments	5 responses
Neutral	1 response
Negative	2 responses
Very negative	1 response

Difficulties Encountered

None	19 responses
Locating pages	13 responses
Test questions ambiguous	6 responses
Printing errors	3 responses

(Other difficulties were mentioned by only single participants.)

Suggestions for Improvement

None - good as is	13 responses
Bind workbook separately	8 responses
Integrate text and workbook	6 responses
More tape segments	6 responses
Shorten length - too much repetition	4 responses
Include summary pages for main points	2 responses
Include index and table of contents	2 responses
Reword test questions	2 responses

The recommendations for improving the materials were seriously examined and many were implemented when the revised and final version of these training materials was published as Teaching English as a Second Language: A Self-Instructional Course.

Micro-Teaching

The Bureau of Basic Continuing Education used micro-teaching for the first time at the summer institute. Bureau staff was concerned that both teachers and students might be made too nervous by the video taping, but decided that the potential value outweighed the possible difficulties.

Institute participants reacted overwhelmingly favorably to the micro-teaching experience. In a questionnaire given at the close of the institute, the following responses were given:

Activities Participants Would Include in a Third Week of Training

More micro-teaching	19 responses
Demonstration of additional techniques	11 responses
Each teacher to teach a whole lesson	5 responses
More demonstrations by master teachers	5 responses
Observe the other micro-teaching groups	4 responses
Audiovisual techniques	4 responses
Teaching of Reading	4 responses

(Other responses given by very few or only one participant.)

On the basis of this response, the Bureau decided to utilize micro-teaching as a regular part of its inservice workshop. In each instance where it has been used, teachers have again responded very favorably to it.

CONCLUSIONS AND RECOMMENDATIONS

The following conclusions, with their inherent recommendations, were reached as a result of the institute and its followup program.

1. Two weeks is a brief time in which to impart essential language and cultural awareness and teaching skills to untrained teachers. A 3-week institute would allow a staff to cover things with greater thoroughness.

2. Actual practice teaching students is a essential part of a teacher training experience.

3. Micro-teaching can be a very valuable tool for behavioral change on the part of teachers.

4. Micro-teaching's chief disadvantage is that it contributes to segmenting the essentially whole process of teaching a lesson.

5. It would be valuable for a group of teachers being trained to work with the same class of students in a more realistic setting over a more extended period of time.

6. The inclusion of cultural awareness and knowledge and methods of cross-cultural communication ought to be an essential part of any training program in the teaching of English as a second language.

7. Having teachers learn the language of the students they will teach or are teaching is a most valuable experience for the insights it gives into how a new language is best learned and taught.

Appendix A

OBJECTIVES FOR UNITS I AND II OF THE SELF-INSTRUCTIONAL TRAINING MATERIALS

Participant _____

Program _____

ESL TECHNIQUES

Objectives for Unit I

Section A	Pre	Post
1. Recognizes that the primary purpose of language is communication		
2. Recognizes that language is primarily oral		
3. Recognizes that before sound becomes language, it must be organized in patterns		
4. Recognizes that languages can exist without alphabets		
5. Recognizes that all languages have structure		
6. Recognizes that a competent speaker of a language may not be able to describe why he speaks the way he does		
7. Recognizes that all languages have an organized system of sounds, formal and informal styles and structure		
8. Recognizes that in order to know a language, it is necessary to know the meaning of the distinctive sounds and structures		
9. Recognizes that to be competent in a language a person must be able to understand the language when spoken to and produce meaningful replies		
10. Recognizes that the style of spoken language is usually informal		
Section B		
1. Determines that these skills should be taught in the following order: Listening, Speaking, Reading, Writing		
2. Determines that listening is oral-receptive, speaking is oral-productive, reading is graphic-receptive and writing is graphic-productive		
3. Recognizes that a student should work orally on a pronunciation difficulty before reading material containing the problem sound		
4. Decides that after modeling questions and responses in a dialogue, having the students to repeat them is a reasonable request		
5. Recognizes that reading and writing can't be withheld from students until they completely master the oral part of the course		
6. Recognizes that a student may have good receptive skills and not have good productive skills		
7. Recognizes that written material should be first covered orally		
8. Recognizes that a student may have oral fluency and yet not have fluency in reading and writing.		
9. Recognizes that four basic language skills are involved in communication		

Section C

	Pre	Post
1. Decides that one way you can tell if someone knows the structure of a language is if he can tell you correctly if something sounds right		
2. Decides that another way you can tell if someone knows the structure of a language is if he can tell you correctly what parts of a sentence go together		
3. Recognizes that use of the student's native language in ESL teaching is advisable only as a last resort		
4. Recognizes that students learn English best by using it		
5. Recognizes that when testing students, it is good to test only things they have covered in class		

ESL TECHNIQUES

Objectives for Unit II

Section A

	Pre	Post
1. Recognizes that when you're using effective ESL methodology, your students may believe initially that you're not teaching them correctly		
2. Decides that movement by the teacher in the classroom has a purpose in ESL teaching and should not be considered a distraction to the students		
3. Recognizes that an ESL class is effective when students actively participate		
4. Recognizes that you have to adapt drills to meet the needs of your class		
5. Recognizes that in calling on students, you should use a random pattern		
6. Recognizes that if a student orally describes his actions while performing them, it promotes learning and retention		
7. Recognizes that if a student's oral ability is progressing well, but he keeps wanting to learn more grammar, he <u>is</u> learning grammar while not being aware of it, but his learning expectations are not being met		
8. Recognizes that the physical arrangement of the ESL classroom is important		
9. Recognizes that when students are learning to pronounce new sounds, they use visual cues		
10. Recognizes that it is possible to have an effective ESL seating arrangement without moving chairs		
11. Determines that to be confident in the classroom, a teacher must have credibility with his students, a belief in the methodology he is using, and a competency in classroom teaching		
12. Recognizes that before establishing credibility, it is necessary to meet your students' learning expectations		
13. Recognizes that a lively, animated approach can produce the best results in language teaching		
14. Recognizes that it is important for your students to hear and see you		
15. Recognizes that success is one way of establishing credibility		

Section B

	Pre	Post
1. Recognizes that a student learns to use grammar orally through experience		
2. Determines that careful preparation will help you develop lessons sequentially, teach based on what was previously learned, and determine whether your goals have been reached		
3. Determines that vocabulary will be taught in the context of sentences		
4. Recognizes that you may have to slow down if students are having difficulty		
5. Decides that calling on poor students first to keep them on their toes is a poor policy		
6. Decides that students shouldn't learn grammatical terminology		
7. Decides that visual aids can keep the tempo of a class moving		
8. Determines that if you use items in a lesson which haven't been previously taught and are not being introduced as new material, you may not be understood by your students, may confuse them, and may interfere with their learning the structure to be taught in the lesson		
9. Recognizes that when modeling structures, you should pronounce everything naturally		
10. Recognizes that whenever possible, it is preferable to use real objects when teaching ESL		
11. Recognizes that when the wrong intonation and stress are used, the speaker may not be understood and may not communicate the intended meaning		
12. Recognizes that hand signals are useful because they give the students more time to speak English than oral directions do		
13. Decides that the tempo of your class should <u>not</u> be slow so that students can be sure to learn everything		
14. Decides that visual aids are <u>not</u> appropriate only for children		
15. Puts the following in the most frequently used order: 1. Teacher models sentence, 2. Whole class produces sentence, 3. Half class produces sentence, 4. Individual student produces sentence		
16. Decides that talking less than the students allows the teacher to detect errors		

	Pre	Post
17. Recognizes that field trips are only sometimes an effective language teaching exercise		
18. Recognizes that the best visual aids are usually real objects		
19. Recognizes that if students learn one structure at a time, they won't necessarily be able to use them in conversation		
20. Recognizes that an ESL teacher should gradually remove support elements so that the students can have more control of English		
21. Decides that when teaching a question and an answer, you teach the answer first		
22. Puts in the correct order the following stages students go through in learning a structure: 1. recognition, 2. repetition, 3. variation, 4. selection, 5. free use		
23. Recognizes that the teacher should talk less than the students		

	Yes	No
24. Recalls at least four reasons why careful preparation is necessary for effective ESL teaching (2.6)		
25. Gives at least three ways that visual aids can be used to support the teaching and maintain tempo (2.10)		
26. Gives at least three reasons why it is common to go from whole class to half class to individual repetition (2.11)		
27. Matches pictures of hand signals with the following meanings: Listen only, one student repeat, stop; whole class repeat, half class repeat-half class silent, louder (2.12)		

Section C

	Pre	Post
1. Recognizes that the subject matter used for drills should be relevant to students' needs and interests		
2. Recognizes that listening and speaking skills can be developed with repetition drills		
3. Decides that you should not use a drill over and over again until the students have mastered the point it is teaching		
4. Recognizes that you should not model the entire sentence every time you provide a new cue in a substitution drill		
5. Recognizes that intonation is easily preserved in backward buildup exercises		
6. Recognizes that in directed discourse, the teacher says things like: "Ask Mr. _____ if he's going to the movies tonight."		
7. Recognizes that you can't predict how well a student will speak English on the basis of his performance in class		
8. Recognizes that when you model sentences, you should be careful to speak naturally		
9. Recognizes that students can serve as models during drills		
10. Decides that the simple present tense shouldn't always be taught first		
11. Decides that when students make pronunciation errors during a drill on structure, you should correct the error immediately and have the student say the word in context		
12. Decides that in a backward buildup exercise, you would most likely break the following sentence in these places: I went/to the store/ on the way/to my house/last night.		
13. Decides that you should use control so that you don't try to teach too many things at the same time		
14. Decides that facial gestures can enhance the students' understanding and pronunciation of English		
15. Decides it is best to teach an answer first and its question second		
16. Decides that the past tense should be taught near the beginning of a course		
17. Decides that stress and intonation can't be ignored during chain drills		
18. Determines that once you have decided what drills to use in class, you may have to make up supplementary drills and you should practice the drills you have selected		

Appendix B

MICRO-TEACHING OBJECTIVES

Appendix B
MICRO-TEACHING OBJECTIVES

ESL Work Group Objectives

Participant incorporates the following into any activity he does with students:

_____Calls on students at random rather than in seating order

_____Asks questions and gives commands to group before specifying individual student to answer

_____Relates action to words describing that action

_____Is careful that students also relate action to words describing that action

_____Uses physical objects whenever possible

_____Has student make honest responses (if a student doesn't have pen, doesn't make him say pen, but rather something student does have)

_____Shifts focus of class onto students as quickly as possible

_____Keeps grammatical explanations to a minimum

_____In general, follows this sequence: 1) recognition, 2) repetition, 3) variation, 4) selection, 5) free use

_____Doesn't introduce alternative forms until initial structure is mastered

_____Speaks in normal speed and volume

_____Keeps stress and intonation constant

_____Teaches vocabulary in context

_____In general, teaches students a response before asking for that response

_____Allows adequate time for students at each stage (as measured by student's ability to produce what has been covered)

_____When calling on students to produce newly learned item, calls on better students first

_____Doesn't become so concerned with correcting student's pronunciation that it inhibits language production

_____Is careful to correct pronunciation when it effects the grammar of a sentence (for example: "He a student.")

_____When using text material, adapts it to reality of classroom and the students

_____Varies techniques, voice, and action to preserve interest of students

Participant can enact the following with students:

_____MODELING (with natural pronunciation, at suitable point, with appropriate hand signals)

_____REPETITION DRILL (with natural pronunciation, allowing adequate number repetitions, with appropriate hand signals, switching from choral to individual response, at suitable point)

_____RESPONSE DRILL (at suitable point, with appropriate hand signals, varies order for calling on students, accepts variable answers)

_____SUBSTITUTION DRILL (at suitable point, with appropriate hand signals, is careful to preserve natural stress in sentence, follows steps in drill correctly, if corrects individual word puts them back into sentences)

_____CHAIN DRILL (at suitable point, follows steps in drill correctly)

_____BACKWARD BUILDUP (at suitable point, breaks sentences up into natural phrase groups, preserves correct intonation, follows steps in drill)

_____DIRECTED DISCOURSE (at suitable point)

Other:

Appendix C

PREREGISTRATION QUESTIONNAIRE

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Basic Continuing Education
Albany, New York 12224

Appendix C

Return to the Bureau of Basic Continuing Education, State Education Department, Albany, New York, 12224.

NAME _____

☐ Yes, I will attend the Institute. I realize that I must attend all sessions (August 9-20, 9:00 a.m. - 4:30 p.m., plus 4 evening activities).

☐ No, I will not attend the Institute.

(Answers to the following questions will help us group participants according to individual needs.)

The following drills will be among the topics covered in the English as a Second Language component. Please check one of the boxes next to each item.

	Need Help	Can do Well
Choral and Individual Repetition	☐	☐
Substitution Drill	☐	☐
Modeling	☐	☐
Chain Drill	☐	☐
Backward Buildup Drill	☐	☐
Minimal Pairs Drill	☐	☐
Hand Signals to accompany drills	☐	☐

- A student says "ramp" instead of "lamp." Which of the above drills is designed specifically to aid such a difficulty? _____
- When introducing a new item, in what order would you ordinarily use the following drills? _____ chain drill _____ modeling _____ repetition
- Arrange the following drills in the order indicated below: Modeling, Backward Buildup Drill, Chain Drill.

  1. (Teacher talks more)_____
  2. (Teacher and students talk about equally) _____
  3. (Students talk more) _____

Appendix D

EVALUATION OF THE

ENGLISH AS A SECOND LANGUAGE COMPONENT

Conducted by

Edgar N. Howell

DATA ANALYSES

Data were available for analysis from the following sources: registration forms, unit time list, pretest and posttest results, and laboratory evaluation questionnaires. The first source will be used as the basic data for a section called Participant Background, the second and third sources for a section called Participant Performance and the last for a section called ESL Laboratory Evaluation.

Participant Background

The number of participants was 77 (27 men and 50 women). However, only 71 participants submitted a registration form. A few of the returned forms were incomplete.

The median age was approximately 40 with the following distribution by age intervals: 21 participants in the 20-29 interval, 13 in the 30-39 interval, 23 in the 40-49 interval, and 13 who were 50 years or older. Regarding race, 32 participants were yellow, 30 were white, 5 were black, and 10 did not report their race. With respect to native language, 46 participants reported English, 19 Chinese, 2 bilingual (one English and Chinese, and the other Chinese and French), 2 Italian, 1 Lithuanian, and 1 Spanish. In addition to speaking their native language fluently, 23 participants reported that they spoke fluent English, 4 fluent Spanish and 10 fluent in a variety of other languages.

The level of formal education attained was evenly distributed over four categories as follows: 14 participants with a master's degree plus 30

credits, 15 with a master's degree, 20 with a bachelor's degree plus 30 credits, and 19 with a bachelor's degree. Three participants had not attained a bachelor's degree.

Participants were employed full-time in the following positions: 16 elementary teachers, 8 English teachers, 6 foreign language teachers, 8 ESL teachers, 4 social studies teachers, 2 science teachers, 2 reading teachers, 3 guidance counselors, 3 industrial arts teachers, and a few in a variety of other positions. Eleven reported no full-time professional position, and 6 failed to respond. Fifty-eight participants taught in New York City or its surrounding suburban regions.

Twenty participants had no experience teaching English as a Second Language, 30 taught ESL from 1 to 3 years, and 20 taught ESL for 4 or more years. Forty-two participants reported no college or university preparation for teaching English as a Second Language, but 15 reported undergraduate ESL course work and 14 reported graduate ESL course work. Thirty-six participants indicated a lack of inservice preparation for teaching ESL courses, 17 listed from 1 to 20 hours of inservice preparation, and 16 noted 30 or more hours of inservice preparation.

Each of the following background factors was selected as a basis for classifying participants whose test results were analyzed: age, sex, race, native language, formal ESL preparation, inservice ESL preparation, and years teaching ESL.

Participant Performance

Pretests and posttests were provided for each segment of the two units of the self-instructional training course studied by the participants.

The pretesting and posttesting for Unit I was divided into three parts (A, B, and C) containing 10, 9, and 5 items, respectively. The testing for Unit II was similarly divided and contained 15, 23, and 27 items, respectively. Tests were scored on the basis of one point for each correct response and zero for each incorrect response. The maximum score for each part is the number of items for that part.

Table 1 contains several selected statistics relating to participant performance on each of the two units. The statistics are the number of participant scores analyzed, the pretest mean, the posttest mean, the Pearson coefficient of correlation between pretest and posttest scores, and the absolute value of t obtained from applying the Student t-test for correlated samples. The number of participant scores analyzed for a particular part of a unit varied because only the specified number of both pretest and posttest results were transmitted to the evaluator.

For Unit I, the increase from the pretest mean to the posttest mean amounted to 0.92 for Part A, 0.62 for Part B, and 0.55 for Part C. Although the mean increases were less than one correct response, they were sufficient to register statistically significant t-ratios at a very low probability level (0.001). This means that there is less than one chance in a thousand that the increase was due to a chance factor rather than to the effect of the program treatment.

Similarly, the positive increments in participant performance from the Unit II pretests to the Unit II posttests were significant at the 0.001 probability level. The mean pretest-posttest increases were 1.84 for Part A, 2.08 for Part B, and 3.91 for Part C. With the pretest score as

the base, the percentages of increase for the posttests were 14.8 for Part A, 11.1 for Part B, and 18.7 for Part C.

Four correlation coefficients were reported to be significantly different from zero, viz., the coefficients for the pretest and the posttest of each part of Unit I and of Part A of Unit II. However, the predictive validity of the greatest coefficient (0.57) was 0.32, indicating a low degree of shared variance between the pretest and the posttest.

The scores used in the analyses whose results are presented in table 1 included the scores of participants who had obtained a perfect score on any part of either unit. Since such a participant was thereby exempted from studying the unit and taking the posttest, a perfect score was also assigned as the posttest score. To determine whether the inclusion of exempted participants' scores radically affected the results, the analyses were performed excluding the scores of exempt participants. The results are presented in table 2.

A comparison of the number columns of tables 1 and 2 indicated that several perfect scores were obtained on the Unit I pretests (16 on Part A, 23 on Part B, and 28 on Part C) but that perfect scores on Unit II pretests were rare (1 on Part A and 2 on Part B). Obviously, the means were less with the perfect scores removed and the t-ratios increased since the pretest-to-posttest difference in such cases was zero. However, the correlation coefficients for the Unit I parts changed considerably. The Part A coefficient was significantly different from zero in the negative direction, indicating that participants whose scores ranked low on the pretest tended to attain high ranking scores on the posttest and those whose scores ranked high on the pretest tended to attain low ranking scores on the posttest.

The percentage of increase from the pretest mean to the posttest mean ranged from 12.0 to 18.7 for all parts of both units except Unit I, Part C where the percentage was 33.5.

Another statistic to be considered is the percentage of correct responses on the pretest. On each part of the Unit I pretests, participants answered approximately 85 percent of the items correctly; on Unit II, the percentage of correct responses on the pretests was nearly 80. Such high percentages on a pretest gives rise to questions about the difficulty level of either the questions or the material for the population tested.

ESL Laboratory Participant Evaluation

This section contains a summary of participant responses to a questionnaire on various aspects of their ESL laboratory experiences. Several participants did not answer the questionnaire and some respondents did not answer all questions.

Only three of 66 respondents reacted negatively to the ESL materials. With regard to difficulties encountered in using the materials, 19 indicated no difficulty, 13 noted difficulty in locating pages or sections of the text, six found some test questions ambiguous, four needed more time, and fewer than four noted a variety of other difficulties. The most frequently cited recommendations for improving materials were: bind the workbook separately (8), integrate text and workbook (6), include more tape segments (6), reduce repetition (4), and demonstrate techniques (3).

A few recommendations were made for improving the operation of the laboratory. Those with the greatest frequency were: supply individual

recorders (3), provide discussion opportunities (3), and provide individual carrels to eliminate distractions (2).

Participants stated that they had gained the following techniques as a result of participation in the ESL laboratory: situational reinforcement method (22), hand signals (15), silent method (10), modeling (9), repetition drills (9), backward build-up technique (6), substitution drill (5), using natural speaking voice (5), chain drill (5), and proper use of visual aids (4). Several other techniques were listed with a frequency of three or less.

Thirty-seven participants responded that the micro-teaching component was the most valuable ESL experience, 14 rated the laboratory and the micro-teaching equally as most valuable, and only two rated the ESL laboratory as most valuable.

Fifty-five participants responded favorably to the question about extending the ESL component to a third week. The following are the activities most frequently suggested for the proposed third week: additional micro-teaching (19), demonstration of additional methods and techniques (11), and arrangement for each participant to teach an entire segment or lesson (5).

TABLE 1

SELECTED STATISTICS COMPARING PRETEST TO POSTTEST PERFORMANCE ON TWO UNIT TESTS

Test	Number	Pretest Mean	Posttest Mean	Correlation Coefficient	|t|
Unit I					
Part A	67	8.45	9.37	0.33[c]	5.47[d]
Part B	56	7.61	8.23	0.57[c]	3.72[d]
Part C	54	4.26	4.81	0.50[c]	5.15[d]
Unit II					
Part A	44	11.61	13.45	0.36[b]	6.77[d]
Part B	39	18.79	20.87	0.26	5.64[d]
Part C	35	20.89	24.80	0.26	6.99[d]

[b]Significant at the .05 probability level.

[c]Significant at the .01 probability level.

[d]Significant at the .001 probability level.

TABLE 2

SELECTED STATISTICS COMPARING PRETEST TO POSTTEST PERFORMANCE ON TWO UNIT TESTS, EXCLUDING SCORES OF EXEMPT PARTICIPANTS

Test	Number	Pretest Mean	Posttest Mean	Correlation Coefficient	|t|
Unit I					
Part A	51	8.00	9.22	-0.86[c]	5.89[d]
Part B	33	6.64	7.70	0.19	4.07[d]
Part C	26	3.46	4.62	0.32	7.50[d]
Unit II					
Part A	43	11.53	13.42	0.33[b]	6.85[d]
Part B	37	18.57	20.76	0.13	5.77[d]
Part C	35	20.89	24.80	0.26	6.99[d]

[b]Significant at the .05 probability level.

[c]Significant at the .01 probability level.

[d]Significant at the .001 probability level.

TABLE 3

NUMBER OF CORRECT RESPONSES TO THE ITEMS OF UNIT I BY PARTICIPANTS WHO COMPLETED BOTH PRETEST AND POSTTEST

Item	Pretest	Posttest	Chi-Square
Part A (N=67)			
1	67	67	-
2	57	65	4.48[b]
3	56	60	-
4	50	58	2.34
5	61	66	2.41
6	59	62	-
7	27	55	22.91[d]
8	63	63	-
9	64	66	-
10	62	66	1.57
Part B (N=56)			
1	46	52	2.04
2	49	52	-
3	50	54	1.21
4	44	52	3.57[a]
5	43	44	-
6	50	51	-
7	51	52	-
8	49	51	-
9	44	53	4.93[b]
Part C (N=54)			
1	43	48	1.12
2	39	52	10.05[c]
3	42	53	8.74[c]
4	53	53	-
5	53	54	-

[a]Significant at the .10 probability level.

[b]Significant at the .05 probability level.

[c]Significant at the .01 probability level.

[d]Significant at the .001 probability level.

TABLE 4

NUMBER OF CORRECT RESPONSES TO THE ITEMS OF UNIT II, PART A BY PARTICIPANTS WHO COMPLETED BOTH PRETEST AND POSTTEST

Item	Pretest	Posttest	Chi-Square
Part A (N=44)			
1	22	31	3.04[a]
2	42	44	-
3	44	42	-
4	42	44	-
5	43	43	-
6	36	42	2.82[a]
7	22	33	4.85[b]
8	41	44	-
9	27	41	10.94[d]
10	33	34	-
11	35	37	-
12	9	31	20.21[d]
13	42	44	-
14	44	42	-
15	29	40	6.71[c]

[a]Significant at the .10 probability level.
[b]Significant at the .05 probability level.
[c]Significant at the .01 probability level.
[d]Significant at the .001 probability level.

TABLE 5

NUMBER OF CORRECT RESPONSES TO THE ITEMS OF UNIT II, PART B BY PARTICIPANTS WHO COMPLETED BOTH PRETEST AND POSTTEST

Item	Pretest	Posttest	Chi-Square
Part B (N=39)			
1	29	34	1.32
2	29	38	6.77[c]
3	34	38	1.62
4	35	36	-
5	39	39	-
6	33	35	-
7	38	37	-
8	37	36	-
9	33	39	4.51[b]
10	34	39	3.42[a]
11	32	35	-
12	14	24	4.16[b]
13	36	37	-
14	38	38	-
15	37	39	-
16	36	31	1.69
17	30	37	3.81[a]
18	36	38	-
19	24	27	-
20	36	35	-
21	21	34	8.88[c]
22	18	30	6.55[b]
23	34	38	1.62

[a]Significant at the .10 probability level.

[b]Significant at the .05 probability level.

[c]Significant at the .01 probability level.

TABLE 6

NUMBER OF CORRECT RESPONSES TO THE ITEMS OF UNIT II, PART C BY PARTICIPANTS WHO COMPLETED BOTH PRETEST AND POSTTEST

Item	Pretest	Posttest	Chi-Square
Part C (N=35)			
1	35	34	-
2	26	34	5.72[b]
3	28	25	-
4	18	28	5.14[b]
5	29	33	1.27
6	31	35	2.39
7	22	32	6.56[b]
8	35	35	-
9	34	35	-
10	12	34	27.96[d]
11	26	32	2.51
12	32	34	-
13	33	35	-
14	32	35	1.39
15	32	34	-
16	18	27	3.98[b]
17	30	34	1.64
18	19	29	5.37[b]
19	34	35	-
20	19	30	6.80[c]
21	16	20	-
22	28	30	-
23	32	35	1.39
24	26	33	3.88[b]
25	32	32	-
26	26	33	3.88[b]
27	26	35	8.16[c]

[b]Significant at the .05 probability level.

[c]Significant at the .01 probability level.

[d]Significant at the .001 probability level.

Appendix E

EVALUATION OF THE ASIAN STUDIES COMPONENT

Conducted by

Eliane C. Condon

Toby Tottenbaum

INTRODUCTION

The major emphasis of the Asian studies component evaluation was to determine whether cultural attitudes toward Chinese and toward Americans had changed in a positive direction (product) and whether an effective linguistic and cross-cultural program had been provided (process). The product objective was measured using a modified form of the Semantic Differential (pretest and posttest) and the process objective was measured using a Teacher Questionnaire (pretest and posttest), an Inservice Assessment and a Field Trip Reaction Survey.

Although all students attending the institute were administered all questionnaires, the sample investigated in this report represents only those students for whom all data were available.

SAMPLE

The sample consisted of 59 students at the institute. Of these, 30 were native-born Chinese, 27 American, one Australian and one Italian. There were 40 females and 19 males ranging in age from 20 to 65 with 40 percent of the sample being between the ages of 20 and 30. All but six of the respondents indicated that they were teachers. Of the remaining six, two were students, two were secretaries, one was a guidance counselor and one was unemployed. Half of the respondents indicated that they had had experience with a foreign culture either through travel or residence in another country. Over three-quarters (78 percent) of the respondents stated that they knew more than one language. Ten students listed at least three languages that

they knew. French, Spanish and Chinese were cited most often, but other languages reported were: German, Italian, Greek, Yiddish, Hebrew, Latin, Japanese, Arabic, Malay, Tai and Hacka.

DATA ANALYSIS OF THE LINGUISTIC SEGMENT

Goal

The participants will increase their ability to teach in a bilingual-bicultural program.

The Teacher Questionnaire

Students were administered a Teacher Questionnaire (pretest and posttest) which attempted to ascertain the extent to which they felt they possessed the skills, abilities and knowledge in various areas related to teaching in a bilingual program. While this phase of the Teacher Questionnaire was the same for the pretest and posttest forms, the postquestionnaire had two additional aspects. First, it asked students to rate the time devoted in the program to training in various areas; and, second, it asked them to rate the quality of training in the program in various areas. Tables 5-7 present these data. The original five-point scale has been collapsed into a three-point scale in the table for the purpose of readability.

A finding that strongly points up the program's success is that in every one of 23 areas rated, students indicated a greater competence on the postquestionnaire administered at the end of the program than they indicated on the prequestionnaire administered at the program's inception. There were gains in feelings of competence from the premeasure to the postmeasure of at least 20 percent for 12 of the 23 areas rated. Whereas only

20 percent to 50 percent of the students rated themselves as having "much better" or "better" than average competence in any given area on the pretest, 25 percent to 81 percent so rated their competence on the posttest. Fifteen of the 23 areas were rated by at least half of the students on the posttest as being areas in which they had "much better" or "better" than average competence compared with only two of the 23 areas so rated on the pretest. Looked at another way, whereas 14 items were rated by at least one-third of the students on the pretest as being areas in which they had "less than average" or "no" competence, only four items were so rated on the posttest.

Students also rated the appropriations of time devoted to training in 18 areas. For 13 of these areas, at least half of the students responding felt the time devoted was "appropriate." With few exceptions, almost all other ratings were in the direction of feeling that "too little" time was devoted to training in the given areas. This finding is somewhat understandable in the respect that the institute was only of a 2-week duration.

When asked to rate the quality of training in 18 areas, at least half of the students responding rated the training in 13 areas "Very Good" or "Good." Highest ratings were in the areas of "Chinese history and culture" where 95 percent of the students rated training as "Very Good" or "Good" and "Chinese language skills" where 91 percent of the students rated training as "Very Good" or "Good."

The Inservice Assessment

Students were also administered a nine-item Inservice Assessment which asked them to rate their perceptions of the workshop on a nine-point

scale. These data are presented in table 8 with the nine-point scale reduced to a three-point scale for readability.

All areas were rated very positively by at least half of the respondents. The two areas rated most positively by the largest proportion of respondents (88 percent) were the worthwhileness of the workshop and the belief that the topics covered could make the individual more aware of the behavioral, emotional and linguistic problems of the Asian adult in this country. The most negative response was to the item which asked students whether the presentation served to alter or modify their opinion regarding the topic. Twenty-three percent of the respondents stated that it had not. This might be a reflection of the fact that the individual concurred with the instructor prior to the presentation, thus negating any altering or modifying of opinion, and may not necessarily indicate a weakness in the workshop.

The Field Trip Reaction Survey

Students were also administered a Field Trip Reaction Survey which asked them to rate two trips: trip I was to a Chinese movie and trip II was a show offered by Chinese performers. Forty-seven students responded to the survey for trip I and only 28 responded to the survey for trip II.

Trip I, the excursion to a Chinese movie, was rated as "Good" by 60 percent of the respondents although 93 percent of them said they felt the trip should be scheduled for another institute. Almost half of the respondents (48 percent) stated that this was not their first time there. It is interesting, but not surprising, that 86 percent of these respondents

were Chinese. All aspects of the field trip were rated by at least 84 percent of the respondents as "Good" or "Average." Trip II received higher ratings than trip I in five of the six areas. The one exception was the area of pretrip preparation, an area which received the lowest ratings for both trips.

DATA ANALYSIS OF THE CULTURAL SEGMENT

Goal

The participants' cultural attitudes toward Chinese and Americans will change in a positive direction.

The Semantic Differential

A modified form of the Semantic Differential was used which presented a list of descriptive adjectives under the heading of Chinese Culture and an identical listing under the heading of American Culture. Students were asked (pretest and posttest) to check the 10 adjectives they felt most accurately characterized each of the two cultural groups and then to place these 10 adjectives in rank order. For ease of data analysis, adjectives were tallied only according to whether they received a ranking between one and 10 and not according to the specific ranking they received. Tables 1 and 2 present those adjectives ranked between one and 10 considered applicable to Chinese (pretest and posttest). Tables 3 and 4 present those adjectives ranked between one and 10 considered applicable to Americans (pretest and posttest). Only those adjectives ranked as applicable by at least 10 students have been included in the tables.

For both premeasures and postmeasures there was greater agreement regarding the adjectives applicable to Chinese. On the postmeasure, 11 adjectives were rated by at least 20 students as applicable to Chinese whereas only five adjectives were rated by at least 20 students as applicable to Americans. The spread of descriptive adjectives was far greater for ratings of Americans than for ratings of Chinese.

The adjectives selected as applicable to each group were similar on the posttest to the pretest. Changes in either selection of adjectives or number of students rating each adjective were not substantial. Some adjectives applied to both cultures on the postmeasure included: industrious, practical, organized, responsible, law-abiding, generous, intellectual, insecure and happy. In addition, to these adjectives applied to both groups, the Chinese were also rated as courteous, respectful, reserved, sensitive and dignified, while Americans were rated as action-oriented, materialistic, confident, open, strong, impatient, impulsive, emotional, egotistical, humorous, romantic, idealistic, optimistic and casual.

TABLE 1

NUMBER OF STUDENTS RATING ADJECTIVES APPLICABLE TO CHINESE ON PREMEASURE

	Students		
	Total (N = 42)	Chinese (N = 23)	American (N = 19)
1. warm	30	17	13
2. courteous	29	13	16
3. industrious	27	16	11
4. reliable	26	13	13
5. law-abiding	21	14	7
6. reserved	19	14	5
7. faithful	19	7	12
8. dignified	18	13	5
9. sensitive	18	10	8
10. practical	18	9	9
11. intellectual	16	10	6
12. worthy of admiration	15	9	6
13. organized	15	8	7
14. happy	13	6	7
15. religious	12	4	8
16. clean	11	6	5

TABLE 2

NUMBER OF STUDENTS RATING ADJECTIVES APPLICABLE TO CHINESE ON POSTMEASURE

	Students		
	Total (N = 45)	Chinese (N = 25)	American (N = 20)
1. courteous	43	24	19
2. respectful	36	23	13
3. industrious	32	18	14
4. responsible	28	15	13
5. reserved	28	18	10
6. law-abiding	26	15	11
7. sensitive	25	13	12
8. intellectual	25	18	7
9. dignified	24	14	10
10. practical	23	16	7
11. organized	20	10	10
12. happy	15	7	8
13. generous	12	8	4
14. insecure	11	4	7

TABLE 3

NUMBER OF STUDENTS RATING ADJECTIVES APPLICABLE TO AMERICANS ON PREMEASURE

	Students		
	Total (N = 42)	Chinese (N = 23)	American (N = 19)
1. action-oriented	30	15	15
2. materialistic	25	16	9
3. open	20	13	7
4. industrious	18	8	10
5. wealthy	17	10	7
6. practical	16	9	7
7. optimistic	15	8	7
8. organized	15	6	9
9. natural	15	5	10
10. impetuous	13	8	5
11. confident	13	5	8
12. happy	13	9	4
13. casual	13	9	4
14. humorous	12	8	4
15. emotional	12	8	4
16. idealistic	11	5	6
17. responsible	11	6	5
18. religious	10	4	6

TABLE 4

NUMBER OF STUDENTS RATING ADJECTIVES APPLICABLE TO AMERICANS ON POSTMEASURE

	Students		
	Total (N = 45)	Chinese (N = 25)	American (N = 20)
1. action-oriented	32	20	12
2. materialistic	31	19	12
3. confident	27	15	12
4. industrious	21	9	12
5. practical	21	11	10
6. organized	19	7	12
7. open	19	13	6
8. strong	17	10	7
9. impatient	16	8	8
10. responsible	16	8	8
11. impulsive	16	13	3
12. law-abiding	16	9	7
13. emotional	15	8	7
14. egotistical	14	10	4
15. generous	14	4	10
16. intellectual	14	11	3
17. humorous	14	10	4
18. romantic	13	9	4

(cont'd.)

TABLE 4 (continued)

	Students		
	Total (N = 45)	Chinese (N = 25)	American (N = 20)
19. idealistic	12	7	5
20. insecure	11	2	9
21. optimistic	11	5	6
22. happy	10	6	4
23. casual	10	8	2

TABLE 5

PRERATING AND POSTRATING OF COMPETENCE IN AREAS RELATED TO TEACHING ESL
(IN PERCENT)

Areas Rated	Prerating			Postrating		
	Much Better to Better Than Average Competence	Average Competence	Less Than Average to No Competence	Much Better to Better Than Average Competence	Average Competence	Less Than Average to No Competence
A. My knowledge of:						
1. Chinese language skills	27%	10%	63%	44%	22%	34%
2. Chinese history and culture	27	39	34	42	41	17
3. Other Asian cultures	24	20	56	26	37	38
4. Asian art	22	33	45	25	37	39
5. The Chinese community in NYC	36	23	41	54	31	15
6. Specific socio-cultural problems of Chinese-speaking students	43	24	33	66	31	03
7. Asian perception of school and teacher	49	33	18	71	26	03
8. Specific ways of dealing with ESL problems of Chinese speakers	32	23	46	72	28	00

TABLE 5 (continued)

Areas Rated	Prerating			Postrating		
	Much Better to Better Than Average Competence	Average Competence	Less Than Average to No Competence	Much Better to Better Than Average Competence	Average Competence	Less Than Average to No Competence
B. My ability to:						
9. Adapt instructional materials to the needs of Chinese students	34%	42%	24%	67%	31%	01%
10. Deal with special problems of Asian adults	34	34	32	66	33	01
11. Relate to Asian adults	52	36	12	81	18	01
12. Teach U.S. culture to Chinese adults	45	41	14	71	16	03
13. Construct English curriculum material for Chinese adults, based on interference problems (language and culture)	25	37	39	66	31	03

TABLE 5 (continued)

Areas Rated	Prerating			Postrating		
	Much Better to Better Than Average Competence	Average Competence	Less Than Average to No Competence	Much Better to Better Than Average Competence	Average Competence	Less Than Average to No Competence
C. My ability to:						
14. Construct lesson plans designed to offset interference problems of language and culture	20%	46%	34%	64%	29%	05%
15. State objectives of bilingual-bicultural education	38	36	27	66	29	05
16. Use visual aids appropriately	45	45	11	72	28	00
17. Evaluate the language problems of Asian adults and test for language learning	32	15	52	63	34	03
18. Evaluate the cultural problems of Asian adults and test for acculturation progress	38	18	45	51	41	08

TABLE 5 (continued)

Areas Rated	Prerating: Much Better to Better Than Average Competence	Prerating: Average Competence	Prerating: Less Than Average to No Competence	Much Better to Better Than Average Competence	Average Competence	Less Than Average to No Competence
D. Irrespective of language, my general ability in teaching in the content areas of:						
19. Math	30%	54%	16%	46%	39%	15%
20. Science	20	39	41	36	44	20
21. Social Studies	50	36	14	61	37	02
22. Music	20	22	57	31	31	39
23. Art	22	24	54	34	37	29

TABLE 6

PROPORTION OF STUDENTS RATING TIME DEVOTED TO TRAINING AS "APPROPRIATE"

	Area of Instruction	Appropriate
1.	Chinese language skills	54
2.	Chinese history and culture	61
3.	Other Asian cultures	16
4.	Asian art	19
5.	The Chinese community in New York City	40
6.	Specific sociocultural problems of Chinese-speaking students	66
7.	Asian perception of school and teacher	66
8.	Specific ways of dealing with ESL problems of Chinese speakers	71
9.	Adapt instructional materials to the needs of Chinese students	59
10.	Deal with the special problems of Asian adults	52
11.	Relate to Asian adults	74
12.	Teach United States culture to Chinese adults	39
13.	Construct English curriculum material for Chinese adults, based on interference problem (language and culture)	51
14.	Construct lesson plans designed to offset interference problems of language and culture	56
15.	State objectives of bilingual-bicultural education	70
16.	Use visual aids properly	68
17.	Evaluate the language problems of Asian adults and test for language learning	53
18.	Evaluate the cultural problems of Asian adults and test for acculturation progress	40

TABLE 7

STUDENT RATINGS OF THE QUALITY OF TRAINING
(IN PERCENT)

Areas of Instruction	The quality of training was: Very Good or Good	Fair	Very Poor or Poor
1. Chinese language skills	91%	09%	--
2. Chinese history and culture	95	05	--
3. Other Asian cultures	19	46	35%
4. Asian art	27	42	31
5. The Chinese community in NYC	48	41	10
6. Specific sociocultural problems of Chinese-speaking students	57	32	09
7. Asian perception of school and teacher	65	28	07
8. Specific ways of dealing with ESL problems of Chinese speakers	78	17	05
9. Adapt instructional materials to the needs of Chinese students	66	24	10
10. Deal with special problems of Asian adults	51	39	11
11. Relate to Asian adults	66	28	07
12. Teach U.S. culture to Chinese adults	30	53	18
13. Construct English curriculum materials for Chinese adults, based on interference problems (language and culture)	64	26	10
14. Construct lesson plans designed to offset interference problems of language and culture	57	34	09
15. State objectives of bilingual-bicultural education	65	30	05
16. Use visual aids properly	65	19	16
17. Evaluate the language problems of Asian adults and test for language learning	62	26	12
18. Evaluate the cultural problems of Asian adults and test for acculturation progress	43	40	17

TABLE 8

STUDENT RATINGS OF THE WORKSHOP
(IN PERCENT)

Areas Rated	No	Somewhat	Yes
1. In your opinion, was the topic covered in a realistic and meaningful manner?	--	23%	77%
2. In your opinion, were the ideas presented applicable to the daily life working situation?	5%	29	66
3. In your opinion, did the presentation serve to alter or modify your opinion regarding the topic?	23	25	52
4. In your opinion, did the presentation stimulate further thought and interest in the topic?	2	14	84
5. In your opinion, was the workshop worthwhile?	--	12	88
6. In your opinion, do you believe the topics can make you more aware of the behavioral, emotional and linguistic problems of the Asian adult in this country?	--	12	88
7. In your opinion, do you think the Asian adult students will benefit from your learning experience?	--	16	84
8. In your opinion, do you think that institute experiences will enable you to deal with cultural shock?	9	35	56
9. In your opinion, do you think that institute experiences will enable you to communicate more effectively with Asian adults?	--	20	80

TABLE 9

STUDENT RATINGS OF FIELD TRIPS
(IN PERCENT)

Areas Rated	Trip I (N = 47)			Trip II (N = 29)		
	Good	Average	Poor	Good	Average	Poor
1. How would you rate the field trip?	60%	40%	--	90%	10%	--
2. To what extent do you feel you learned something?	34	51	15%	72	17	10%
3. Was the length of the trip adequate?	63	37	--	86	14	--
4. Were new things experienced?	45	37	19	86	14	--
5. Did everyone behave as you expected?	44	49	7	72	24	3
6. How adequately were you prepared for this trip?	42	42	16	38	38	24

Appendix F

PROGRAM FOR FOLLOWUP WORKSHOP

PROGRAM FOR FOLLOWUP WORKSHOP (DECEMBER 3-5, 1971)

Friday, December 3, 1971

7:00- 8:00 p.m.	Registration and Mixer
8:00- 8:30 p.m.	Orientation
8:30- 9:30 p.m.	Lecture: "Implications of U.N. Membership for Communist China (as it will affect Adult Education)"
9:30-10:00 p.m.	Questions and Answers

Saturday, December 4, 1971

9:00-10:20 a.m.	ESL Seminar (I)
10:20-10:40 a.m.	Coffee Break
10:40-12:00 noon	ESL Seminar (II)
12:00- 1:00 p.m.	Lunch
1:00- 2:15 p.m.	ESL Seminar (III)
2:15- 2:30 p.m.	Coffee Break
2:30- 3:45 p.m.	ESL Seminar (IV)
3:45- 4:00 p.m.	Recess Period
4:00- 6:00 p.m.	Lecture on Nonverbal Communication
6:00- 6:30 p.m.	Walk to Chinatown
6:30- 8:00 p.m.	Dinner at China Lane Restaurant
8:00- 8:30 p.m.	Walk to Pace
8:30- 9:30 p.m.	Variety Show Songs and Dances of Ancient and Modern China

Sunday, December 5, 1971

9:00-10:20 a.m.	ESL Seminar (V)
10:20-10:40 a.m.	Coffee Break
10:40-12:00 noon	ESL Seminar (VI)
12:00- 1:00 p.m.	Lunch
1:00- 3:00 p.m.	Role Playing Led by Cultural Component Staff
3:15- 4:15 p.m.	Movie on Chinese Shadow Puppets (Optional)